

Suggested Reading

(Used with permission from American School Counselor Association)

- Bemak, F. (1998). Interdisciplinary collaboration for social change: Redefining the counseling profession. In C.C. Lee & G.R. Walt (Eds.), *Social action: A mandate for counselors* (pp. 279-292). Alexandria, VA: American Counseling Association.
- Bemak, F. (2000). Transforming the role of the counselor to provide leadership in educational reform through collaboration. *Professional School Counseling*, 3, 323-331.
- Bloom, J. (1994). *Impact research: The effects of comprehensive competency based guidance programs in Arizona schools*. Arizona Counseling Journal, 19, 27-39.
- Bloom, J. (1996). *Student, administrator, counselor, and teacher CCBG successes in Arizona schools*. ERIC Digest, EDO_CB-96-20.
- Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.
- Brown, D. (1999). *Improving academic achievement: What school counselors can do?* Greensboro, NC: ERIC Clearinghouse on Counseling and Student Services (ERIC Digest ED 435895).
- Burnham, J.J., & Jackson, C.M. (2000). School counselor roles: Discrepancies between actual practice and existing models. *Professional School Counseling*, 4, 41-49.
- Clark, M., & Stone, C. (2000). The developmental school counselor as educational leader. In J. Wittmer (Ed.), *Managing your school counseling program: K-12 developmental strategies* (2nd ed., pp. 75-81). Minneapolis, MN: Educational Media.
- Erford, B.T., House, R.M., & Martin, P.J. (2003). Transforming the school counseling profession. In B.T. Erford (Ed.), *Transforming the school counseling profession* (pp. 1-20). Upper Saddle River, NJ: Merrill Prentice-Hall.
- Green, A., & Keys, S. (2001). Expanding the developmental school counseling paradigm: Meeting the needs of the 21st century student. *Professional School Counseling*, 5, 84-95.
- Gysbers, N.C. (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling*, 5, 96-105.
- Gysbers, N.C., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*, 4, 246-256.
- Gysbers, N.C., & Henderson, P. (2002). *Implementing comprehensive school guidance programs: Critical leadership issues and successful responses*. Greensboro, NC: CAPS.
- Harrison, T.C. (2000). The school counselor as consultant/coordinator. In J. Wittmer, *Managing your school counseling program, K-12 developmental strategies* (2nd ed., pp. 183-191). Minneapolis, MN: Educational Media.
- Hart, P.J., & Jacobi, M. (1992). *From gatekeeper to advocate: Transforming the role of the school counselor*. New York: College Entrance Examination Board.
- Herr, E.L. (2001). The impact of national policies, economics, and school reform on comprehensive guidance programs. *Professional School Counseling*, 4, 236-245.
- House, R.M., & Hayes, R.L. (2002). School counselors: Becoming key players in school reform. *Professional School Counseling*, 5, 249-256.

- House, R.M., & Martin, P.J. (1998). Advocating for better futures for all students: A new vision for school counselors. *Education*, 119, 284-291.
- Hughes, D.K., & James, S.H. (2001). Using accountability to protect a school counseling program. *Professional School Counseling*, 4, 306-310.
- Johnson, C.D., & Johnson, S.K. (1982). Competency-based training of career development specialists or "let's get off the calf path." *Vocational Guidance Quarterly*, 32, 327-335.
- Johnson, R.S. (1996). *Setting our sights: Measuring equity in school change*. The Achievement Council. Los Angeles, CA.
- Johnson, S., & Ammon, T. (1994). *The Arizona experience: A statewide approach to implementing competency based guidance programs for all students*. Arizona Counseling Journal, 19, 45-51.
- Johnson, S. & Whitfield, E. (Eds.). (1991). *Evaluating guidance and programs: A practitioner's guide*. Iowa: American College Testing Company.
- Johnson, S.K. & Johnson, C.D., (1991). *The New Guidance: A systems approach to pupil personnel programs*. A California School Counselor's Convention presentation paper, April 1991.
- Kaplan, L.S. (1999). Hiring the best school counseling candidates to promote students' achievement. *NASSP Bulletin*, 83, 34-39.
- Kaplan, L. (2000). Maximizing school counselors' effect on student achievement. *The High School Magazine*, pp. 5-8.
- Keys, S.G., & Lockhart, E. (2000). The school counselor's role in facilitating multi-systemic change. *Professional School Counseling*, 3, 101-107.
- Lapan, R.T. (2001). Results-based comprehensive guidance and counseling programs: A framework for planning and evaluation. *Professional School Counseling*, 4, 289.
- Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling and Development*, 79, 320-330.
- Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling and Development*, 75, 292-302.
- Lenhardt, A.C., & Yound, P.A. (2001). Proactive strategies for advancing elementary school counseling programs: A blueprint for the new millennium. *Professional School Counseling*, 4, 187-195.
- MacDonald, G., & Sink, C.A. (1999). A qualitative developmental analysis of comprehensive guidance programs in schools in the United States. *British Journal of Guidance and Counselling*, 27, 415-430.
- Mau, W.C., Hitchcock, R., & Calvert, C. (1998). High school students' career plans: The influence of others' expectations. *Professional School Counseling*, 2, 161-166.
- Mullis, F., & Otwell, P. (1997). Counselor accountability: A study of counselor effects on academic achievement and student behaviors. *Georgia School Counselors Association Journal*, 1(4), 4-12.
- Myrick, R.D. (2002). Peer mediation and conflict resolution. In S.E. Brock, P.J. Lazarus, & S.R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.
- Myrick, R.D. (1990). Retrospective measurement: An accountability tool. *Elementary School Guidance and Counseling*. 25(1), 21-29.
- Napierkowski, C.M., & Parsons, R.D. (1995). Diffusion of innovation: Implementing changes in school counselor roles and functions. *The School Counselor*, 42, 364-369.
- Paisley, P.O. (2001). Maintaining and enhancing the developmental focus in school counseling programs. *Professional School Counseling*, 4, 271-277.

- Paisley, P.O., & Borders, L.D. (1995). School counseling: An evolving specialty. *Journal of Counseling and Development*, 74, 150-153.
- Paisley, P.O., & DeAngelis, S. (1995). Developmental principles: A framework for school counseling programs. *Elementary School Guidance and Counseling*, 30, 85-93.
- Paisley, P.O., & Hayes, R.L. (2000). Counselor under construction: Implications for constructivist-developmental program design. In G. McAuliffe, K. Eriksen, & Associates (Eds.), *Preparing counselors and therapists: Creating constructivist and developmental programs* (pp. 78-98). Alexandria, VA: Association for Counselor Education and Supervision.
- Paisley, P.O., & McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. *Professional School Counseling*, 5, 106-115.
- Perusse, R., Goodnough, G.E., & Noel, C.J. (2001). Use of the national standards for school counseling programs in preparing school counselors. *Professional School Counseling*, 5, 49-56.
- Reynolds, S.E., & Hines, P.L. (2001). *Guiding all kids: Systemic guidance for achievement focused schools* (2nd ed.). Bloomington, IN: American Student Achievement Institute. Retrieval at <http://asai.indstate.edu>.
- Reynolds, S.E., & Hines, P.L. (2001). *Vision-to-action: A step-by-step activity guide for systemic educational reform* (6th ed.). Bloomington, IN: American Student Achievement Institute. Retrieval at <http://asai.indstate.edu>.
- Sears, S.J. (1999, January). Transforming school counseling: Making a difference for students. *NASSP Bulletin*, pp. 47-53.
- Sink, C.A., & MacDonald, G. (1998). The status of comprehensive guidance and counseling in the United States. *Professional School Counseling*, 2, 88-94.
- Sink, C.A., & Yillik-Downer, A. (2001). School counselors' perceptions of comprehensive guidance and counseling programs: A national survey. *Professional School Counseling*, 4, 278-288.
- Schmidt, J.J. (1999). *Counseling in schools: Essential services and comprehensive programs* (3rd ed.). Boston: Allyn & Bacon.
- Schmidt, J.J., Lanier, S., & Cope, L. (1999). Elementary school guidance and counseling: The last 20 years. *Professional School Counseling*, 2, 250-257.
- The Education Trust, (2002). *Achievement in America: 2001* [Computer diskette]. Washington, DC: Author [Producer and Distributor].
- The Education Trust, (1999). Ticket to nowhere: The gap between leaving high school and entering college and high-performing jobs. *Thinking K-16*, 3(2), 1-32.
- Trusty, J., Brown, D. (2005). Advocacy competencies for professional school counselors. *Professional School Counseling*, 3, 259-265.
- VanZandt, Z., & Hayslip, J. (2001). *Developing your school counseling program*. Stamford, CT: Wadsworth.
- Watkins, C. (2001). Comprehensive guidance programs in an international context. *Professional School Counseling*, 4, 262-270.
- Watts, V., & Thomas, B. (1997). Proving that counseling programs do count: The counseling accountability. *Georgia School Counselors Association Journal*, 1(4), 1-3.
- Whiston, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development*, 76, 412-426.
- Whiston, S.C., Sexton, T.L., & Lasoff, D.L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane 1988. *Journal of Counseling Psychology*, 45, 150-165.
- Wittmer, J. (2000). *Managing your school counseling program: K-12 developmental strategies* (2nd ed.). Minneapolis, MN: Educational Media.